

English Language Arts and Reading

# Station Activities

for Texas Essential Knowledge and Skills  
**Grades 6–8**



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**WALCH**  **EDUCATION**<sup>®</sup>

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# Reading

## Set 1: Pre-Reading Strategies

### Instruction

Goal: To provide opportunities for students to develop concepts and skills related to use of pre-reading strategies in order to increase comprehension and accurate interpretation of text

#### **Texas Essential Knowledge and Skills (TEKS), Grade 6**

3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
  - a. infer the implicit theme of a work of fiction, distinguishing theme from the topic.
9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. ...
10. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
  - a. summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.

#### **Texas Essential Knowledge and Skills (TEKS), Grade 7**

3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
  - a. describe multiple themes in a work of fiction.
9. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. ...
10. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

#### **Texas Essential Knowledge and Skills (TEKS), Grade 8**

3. Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

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## Reading

### Set 1: Pre-Reading Strategies

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#### Instruction

9. Comprehension of Informational Text/Culture and History. Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. ...
10. Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
  - a. summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.

## Student Activities Overview and Answer Key

### Station 1

Students work together to preview the content and organization of an assigned reading.

#### Answers

Answers will vary depending upon the assigned text. Accept any reasonable responses.

### Station 2

Students make predictions to answer questions and then make predictions about an assigned reading.

#### Answers

1. Mexican food
2. someone who is 6' tall
3. *A Midsummer Night's Dream*

Accept any reasonable predictions made about the assigned reading.

### Station 3

Students work together to identify the topic of an assigned reading and chart their prior knowledge about the topic.

#### Answers

Answers will vary depending upon the assigned text. Accept any reasonable responses.

### Station 4

Students establish a purpose for reading an assigned text by formulating questions about what they hope to learn and why this information might be important.

#### Answers

Answers will vary depending upon the assigned text. Accept any reasonable responses.

#### Materials List/Setup

*Note:* By using the same reading selection at each station, students will progress through all four recommended pre-reading strategies. You may want to repeat these stations whenever the class reads a new selection or until students master and use the pre-reading strategies on their own. However, you may also use different reading selections at each station.

**Station 1**      reading material, one copy per student (may include a novel, textbook, article, etc.)

**Station 2**      reading material, one copy per student (may include a novel, textbook, article, etc.)

**Station 3**      reading material, one copy per student (may include a novel, textbook, article, etc.)

**Station 4**      reading material, one copy per student (may include a novel, textbook, article, etc.)

**Discussion Guide**

To support students in reflecting on the activities and to gather some formative information about student learning, use the following prompts to facilitate a class discussion to “debrief” the station activities.

**Prompts/Questions**

1. Describe what you learn about a text by previewing it.
2. Compare previewing a text and making predictions about a text.
3. Describe three ways you can connect a new text to your prior knowledge about a topic.
4. Discuss how writing purpose questions can help you understand a text.

**Think, Pair, Share**

Have students jot down their own responses to questions, then discuss with a partner (who was not in their station group), and then discuss as a whole class.

**Suggested Appropriate Responses**

1. Previewing a text prepares a reader for what he or she is about to read, providing clues about the content and structure of the material.
2. When you preview a text, you get a sense of what you’ll be reading, based upon the content and structure of the text. When you make predictions, you use clues to get an idea of what the text is about.
3. You can tap into prior knowledge by thinking about other texts you’ve read on the same topic or written by the same author; by making connections to your own personal experience; or by making connections to an example of a real-world situation.
4. Asking questions about a text before reading helps you focus on the meaning of the material while you read.

**Possible Misunderstandings/Mistakes**

- Forgetting that pre-reading does not require in-depth reading of the text
- Making predictions before completely previewing a text
- Using purpose questions to make predictions

NAME: \_\_\_\_\_

## Reading

### Set 1: Pre-Reading Strategies

#### Station 1: Previewing

You will find an assigned reading at this station. It may be a book, a chapter from a textbook, an article, or other document your teacher assigns. Use this chart to preview the content and organization of the reading. Afterward, compare your work with the work of other members of your group. Add notes to your chart, as needed.

#### Previewing a Text

Title of text: \_\_\_\_\_

Items to Review	Your Notes
<b>Text Organization</b>  What kind of document are you previewing?  How is the text organized?  Is there a table of contents?  Are there sections? Chapters?  What does the text organization tell you about the assigned reading?	
<b>Title and/or Subtitle</b>  What information does the title provide about the text?  If there are subtitles, what information do they provide?	
<b>Author</b>  Is the author named? What is his/her name?  Do you recognize this name?  What do you know about the author?	

*continued*

NAME: \_\_\_\_\_

## Reading

### Set 1: Pre-Reading Strategies

Items to Review	Your Notes
<b>Publication Date and Publisher</b>  When was this text published and by whom?  What does this tell you about the content?	
<b>Artwork/Graphics</b>  What images are included in the text?  What information is provided by these images?	
<b>Main Ideas</b>  Read the first and last sentences in several paragraphs.  What do these sentences tell you about the text?	



**Reading****Set 1: Pre-Reading Strategies**

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**Station 2: Making Predictions**

You will find an assigned reading at this station. It may be a book, a chapter from a textbook, an article, or other document your teacher assigns. Once you've answered the first three questions on this sheet, use the assigned reading to answer the questions on the next page.

When you predict something, you are making an educated guess about what will happen in the future, based upon information you already have. For example, a meteorologist predicts the weather by combining information about current weather conditions and past weather patterns.

Make predictions to answer the following questions.

1. What kind of food would most likely be on the menu at a restaurant named South of the Border?  
\_\_\_\_\_
  
2. Who would most likely be a better basketball player—someone who is 5'1" tall, or someone who is 6' tall?  
\_\_\_\_\_
  
3. Based on the title, which of these plays is most likely a comedy—*Death of a Salesman* or *A Midsummer Night's Dream*?  
\_\_\_\_\_

***continued***

NAME: \_\_\_\_\_

## Reading

### Set 1: Pre-Reading Strategies

Look at your assigned reading. Use your predicting skills to answer the following questions.

4. Read the title. What can you predict about the text, based on the title?

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5. Look at any artwork/graphics. What can you predict about the text, based on these images?  
If there are no images, can you predict why?

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6. Look at the way the text is organized. Can you make predictions about the text based on its layout?

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7. Discuss your predictions with other members of your group. What do you notice?

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## Reading

### Station 3: Using Prior Knowledge

Look at the text features that provide clues about the topic of the assigned reading. This may include the title, headings, illustrations, and the first paragraph. Discuss the information you find with your group. Write the topic of the reading below.

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## Using Prior Knowledge

**Title of text:** \_\_\_\_\_

<p>Make a list of other books, articles, or resources you have already seen that were about the same topic and/or written by the same author.</p>	<p>List what you already know about this topic from personal experience.</p>	<p>Describe one or more examples of ways this topic applies to real life.</p>
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**Reading****Set 1: Pre-Reading Strategies**

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**Station 4: Reading with Purpose**

You will find an assigned reading at this station. It may be a book, a chapter from a textbook, an article, or other document your teacher assigns. Use the chart on the next page to write questions about the reading.

Look at the text features that provide clues about the assigned reading such as the title, headings, illustrations, and the first paragraph. The clues you find will also raise questions about what you can learn from this assigned reading and why this information might be important for you to learn. Write at least one question in each row in the chart on the next page.

After completing the chart, share your questions with your group. Listen to their questions. Do you want to add a new question or change one that you wrote? Take a few minutes to update your chart.

***continued***

NAME: \_\_\_\_\_

**Reading**  
**Set 1: Pre-Reading Strategies**

<b>Reading with Purpose</b> Title of text:						
	Who?	What?	When?	Where?	Why?	How?